

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Autism		
Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MARCH 8 2018 9:50 AM DOCUMENT CONTROL CENTER 1701 NORTH CONGRESS AVE AUSTIN, TX 78701-1494 </div>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Texarkana ISD	019907		
Vendor ID #	ESC Region #		
756002579	8		
Mailing address	City	State	ZIP Code
4241 Summerhill Road	Texarkana	TX	75503-

Primary Contact

First name	M.I.	Last name	Title
Shawn		Davis	Special Education Director
Telephone #	Email address		FAX #
(903) 793-7561 x 1307	Shawn.Davis@txkisd.net		(903)255-3280

Secondary Contact

First name	M.I.	Last name	Title
Rebecca	E	Graham	Special Education Coordinator
Telephone #	Email address		FAX #
(903)793-7561 x 1309	Becky.Graham@txkisd.net		(903)255-3280

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Paul	A	Norton	Superintendent
Telephone #	Email address		FAX #
903-794-3651	Paul.Norton@txkisd.net		903-792-2632

Signature (blue ink preferred)

Date signed

03/06/2018

Only the legally responsible party may sign this application.

701-18-107-014

RFA #701-18-107; SAS #291-18
2018–2019 Services to Students with Autism

Page 1 of 26

Schedule #1—General Information

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with autism.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
12.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 019907

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.			Telephone number	Funding amount
			Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
			Email address	
3.	County-District #	Name	Telephone number	Funding amount
			Email address	
4.	County-District #	Name	Telephone number	Funding amount
			Email address	
5.	County-District #	Name	Telephone number	Funding amount
			Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 019907			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texarkana ISD is committed to "providing a superior education for all students in a caring environment that inspires, challenges and engages each student through a wide range of opportunities." Recently, district initiatives have focused on improving classroom teaching strategies through data walks and coaching, collaborative teaching, inclusionary environments, and literacy, yet our students with autism continue to have limited success based on data collected from walkthroughs, state and district assessment scores, and program evaluations. While we have also seen an improvement in services for our students with autism spectrum disorders, systemic change is still needed to help them experience success both academically and functionally.

ASPIRe - Focused on **Achievement, Social relationships and communication, Personal daily living skills, Independence, and self - Regulation**, ASPIRe addresses the core areas of development that create barriers to inclusion and success for students with autism. Using a tiered system of supports and services, ASPIRe will provide **intensive academic, behavioral, and social instruction** supported by highly trained and motivated staff and a Board Certified Behavior Analyst (BCBA) who will provide training and ongoing coaching for staff as well as specific student services. With successful **inclusion and independent functioning as the goal**, students will move through layers of supports and services, with a decrease in need for intensity and frequency. Additionally, because our region has very limited programming expertise and a lack of adequate resources, the ASPIRe program will address **family and community-based** issues relative to caring for a child with autism. Opportunities for **specialized in-home and community-based training, and parent workshops supported by regional agencies**, will be provided. ASPIRe will also facilitate **collaboration with our neighboring school districts and other area organizations** to help our families and the community gain awareness to understand autism and its spectrum of disorders.

TIER 1: Students receive instruction in a specialized, or pull-out setting for up to 20% of the day.

- Student to staff ratio - 1:1 to 18:1, with a class size limit of 18 and access to in-class support and/or specialized sessions by a special education teacher or a paraprofessional, both trained in strategies for working with students with autism in the general education setting.
- Curriculum and assessment - District adopted curriculum and district and state assessments, with accommodations and modifications; The Assessment of Basic Language and Learning Skills (ABLLS-R), Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), Brigance, if needed

TIER 2: Students receive instruction in a specialized, or pull-out setting, for 20-80% of the day.

- Student to staff ratio - 1:1 to 4:1, with a class size limit of 12 students
- Curriculum and assessment - Unique alternate curriculum, ABLLS-R, VB-MAPP, Brigance

TIER 3: Students receive instruction in a specialized, or pull-out setting, for more than 80% of the day.

- Student to staff ratio 1:1 to 3:1, with a class size limit of 9 students
- Curriculum and assessment - Unique or STAR Curriculum, VB-MAPP, ABLLS-R

ASPIRe students will be taught using **evidence-based practices** at an individualized level, and with varying degrees of intensity within each TIER. These practices will include **Applied Behavior Analysis (ABA)** interventions, **structured work systems, prompting, communication systems, live and video modeling, visual supports**, and **high frequency reinforcement systems**. Students will receive instruction, **both individually and in groups**, regarding personal daily living skills, communication, social skills, and self-regulation. Furthermore, students will have access to **classroom sensory items** and a designated **calming sensory room** as often as needed. Mimio, computers and iPads will be used to provide multiple opportunities for **technology aided instruction**, which will include the Unique/New2You curriculum, and programs such as **Laureate Learning Systems, Vizzle, Proloquo, PECS, and Teachtown**, as well as a wide range of apps to assist in the acquisition of skills and aide in **successful integration** into the general education setting. Opportunities for **community-based instruction** will be offered during each semester to practice and generalize social and daily living skills. In addition to school-wide positive behavior supports, a **BCBA** will be available to conduct **functional behavior assessments (FBA)**, provide **intervention strategies, guide staff in the implementation of evidence-based practices, and develop individual student programming and services**. Data will be collected daily on goals and objectives, with instructional team review meetings every two weeks for programming adjustments. A **daily communication notebook** will help facilitate school to home collaboration, and **parent-teacher meetings** will be

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

scheduled each grading period to review progress and discuss concerns. Parents will also be encouraged to take advantage of **in-home training and parent/family trainings**, in order to carry what is being learned in the school setting to the home and community settings.

Family Support: Texarkana ISD believes that "positive relationships with families are key to the success of the child," and strives to build healthy relationships with the families of our students with open communication and a welcoming attitude. In addition to parent meetings with the student's instructional team and in-home training, families will have **multiple opportunities to meet with other families experiencing similar circumstances**. Four parent support meetings will occur each semester, featuring: panel-style discussions with area organizations; trainings from regional agencies, including our **Regional Education Service Center**, behavioral specialists and/or related services personnel; and family fun nights. The ASPIRe program will also provide families with **literature and training to assist with family outings**, such as eating out and shopping, notice of upcoming area or regional training, and monthly newsletters.

Community Support and Collaboration: Texarkana ISD also believes that "educating children is the job of everyone in the community." ASPIRe's **goal is to work collaboratively with our community and stakeholders to promote awareness and develop a system for integrating individuals with autism into the local workforce through consultation and opportunities for business owners to meet and visit with local families at parent meetings**. Additionally, ASPIRe will build relationships through community based instruction for students to work on generalizing skills across settings and establish appropriate behavioral expectations in less structured environments. ASPIRe will also collaborate with local therapy centers and organizations, to promote awareness on available services within the community.

The ASPIRe program will also **collaborate with and support area school districts** by: offering professional development to other area school district staff to inspire growth and development within their own district programs; **inviting their parents and families to monthly meetings** hosted by our district, as well as host events at their locations; and providing **direct coaching to their staff** through on-site visits and observations of our program.

ASPIRe Summer Program: Students in each TIER will also have the opportunity to participate in TISD ASPIRe summer camp, a five week long program that, while reinforcing skills acquired during the school year, will **heavily emphasize communication, developing leisure skills, improving social relationships and community-based instruction**. Summer camp will integrate learning and fun using games, arts and crafts, music and dance, sensory activities, and outside play. Students will attend Monday through Thursday for four hours a day, with lunch included, and rotate in small groups to a variety of structured activities throughout the day. Student to staff ratios will range from 1:1 to 3:1 in each activity.

Professional Development: Texarkana ISD believes that "the highest quality educators are necessary for the best results," and that "It is our responsibility to grow people." Through ASPIRe, we will **build capacity and develop our staff** by contracting with a skilled **Board Certified Behavior Analyst** to provide extensive training in Applied Behavior Analysis (ABA), job-embedded learning opportunities, coaching, and ongoing follow-up and support to staff who serve our students with disabilities. In order to **sustain these endeavors, we will commit to the education and certification of an employee as a Board Certified Behavior Analyst**. Additionally, teachers and staff who serve our most significantly impacted students will receive a week of training in the Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) program, conducted by our autism consultant at Region 8 Educational Service Center. He will also provide ongoing support and technical assistance for these self-contained classrooms. Our desire is to **develop a common language** among our staff and provide **training in behavioral characteristics and interventions** that will significantly impact student success and progress. The development of high quality communication and behavioral support systems within all areas of the school environment, with staff knowledgeable in implementation, is essential to our success in building school-wide success for our students with autism.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85th Texas Legislature, 2017

Grant period: May 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 429/459

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$539,280	\$78,920	\$618,200
Schedule #8	Professional and Contracted Services (6200)	6200	\$61,600	\$0	\$61,600
Schedule #9	Supplies and Materials (6300)	6300	\$151,218	\$3,782	\$155,000
Schedule #10	Other Operating Costs (6400)	6400	\$30,900	\$4,100	\$35,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$782,998	\$86,802	\$869,800
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$782,998	\$86,802	\$869,800
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$869,800
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$130,470
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional					
1	Teacher		3		\$129,600
2	Educational aide		2		\$33,300
3	Tutor				\$
Program Management and Administration					
4	Project director/administrator			1	\$42,120
5	Project coordinator			1	\$22,608
6	Teacher facilitator				\$
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist				\$
Auxiliary					
12	Counselor		1		\$56,520
13	Social worker				\$
14	Community liaison/parent coordinator				\$
Other Employee Positions					
15	Behavior Specialist		2		\$60,480
16	Diagnostician		1		\$56,520
17	Title				\$
18	Subtotal employee costs:				\$401,148
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$9,600
20	6119	Professional staff extra-duty pay			\$106,000
21	6121	Support staff extra-duty pay			\$51,880
22	6140	Employee benefits			\$44,572
23	61XX	Tuition remission (IHEs only)			\$5,000
24	Subtotal substitute, extra-duty, benefits costs				\$217,052
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$618,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	BCBA Services – ABA Training for Staff	\$2600.00
2	BCBA Services – weekly consultation	\$20,000.00
3	BCBA – student assessment and programming	\$15,000.00
4	BCBA/RBT student services	\$22,000.00
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		59,600.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$2000
(Sum of lines a, b, and c) Grand total		\$61,600.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$155,000
Grand total:		\$155,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 019907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3000
Subtotal other operating costs requiring specific approval:		\$3000
Remaining 6400—Other operating costs that do not require specific approval:		\$32,000
Grand total:		\$35,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 019907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	12	4	3:1
K	10	2	5:1
1 st	8	1	8:1
2 nd	13	2	6.5:1
3 rd	8	2	4:1

COMMENTS

The grant program will serve 51 students in grades PreK-3rd, 29 of whom currently have a diagnosis of autism, most of whom are located within 6 self-contained classrooms (6 teachers), with the remaining located in the general education classroom setting (6 teachers). Self-contained classrooms are multi-grade level, with a variety of diagnoses, with placement based on the level of support and intensity of instruction needed by the student. These classrooms also have one to two paraprofessional support staff that affects student to staff ratio.

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:50-3:10	Summer program: 8:30-12:30
Number of days in school year	172	Summer program: 20 days
Minutes of instruction per school year	75,080	Summer program: 4800 instructional minutes

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Schedule #13—Needs Assessment

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because Texarkana ISD believes that "every student should be provided an education that will prepare him or her for a successful future," we began with the premise that in order for our students with autism to have that future they must be able to function successfully and independently in all environments. Several data points were reviewed as we looked for areas of needed improvement in our services for these students. **District inclusion data** shows that about one half of our students with autism are served in a general education inclusion setting, with in-class support services pushed into the regular classroom, for the most part of each day, while the other half is served in a self-contained setting for most, if not all, of the day. TISD recognizes the need for a broader continuum of services, which would allow more opportunities for students who are primarily served in self-contained classrooms to enter the inclusion setting for greater portions of the day. **District and state assessment data** show that while most of the students who are in the general education setting receive passing grades, only a few of the included students are successful on the TPRI, district benchmarks, and STAAR assessments. Using the **Autism Program Environment Rating Scale (APERS)**, we designed a survey to assess our current program. Responses from staff showed that the majority felt there was only minimal to some evidence/ training in the use of evidence-based practices. This led us to the development of **two focus groups, one comprised of staff and one of parents**. We explored reasons why students are not as successful on assessments, as well as reasons why staff and parents believe that their students continue to have difficulties with relationships, functioning independently within the school setting, and continued discipline problems. The **focus groups concluded that a lack of resources, such as staff, technology, community expertise, in addition to training in specific strategies** to address these issues in the general education setting, as well as in the home and community settings, are huge contributors to these barriers of success. The Texarkana area has very few outside resources for families to turn to for assistance, and because 68% of our students come from economically disadvantaged homes, few families can afford what few services are available, thus creating a **critical need to provide a fully-funded and innovative program through the school setting**. The focus groups also found that while the communication and sensory needs of students with autism in the self-contained setting are adequately addressed, those needs are minimally met in the general education setting, with inconsistencies in implementation being the most common factor. It was felt that this discrepancy is due to a lack of training and inadequate resources, especially time and staff, to implement with fidelity. With the goal of enabling our students with autism to function successfully and independently in all environments in order to have a successful future, the focus groups identified the five most critical areas to address in order to achieve this. They are:

1. **Staff training and ongoing coaching in evidence-based practices for teaching students with autism**
2. **Parent training and support for home and community**
3. **Increase in meaningful opportunities for successful inclusion**
4. **Resources and staff to address social and behavioral needs, as well as academic deficits**
5. **Addressing sensory integration**

The ASPIRe Program will serve students at **two Texarkana ISD campuses**. The first campus, Paul Laurence Dunbar Early Education Center (Dunbar), is a pre-kindergarten center that houses the district's preschool program for children with disabilities, including two self-contained classrooms. The second campus, Wake Village Elementary, serves grades PreK-5th, and houses our district's self-contained classrooms for K-3rd grade. These two campuses, combined, serve the district's largest population of PreK - 3rd grade students with autism, in a full continuum of educational settings, and **will afford the ASPIRe program the greatest impact on our autism community**. We believe that integrating the best practice strategies into a school-wide, universal design allows the students to internalize learning, generalize skills, and become independent in navigating the environment, for this reason program guidelines will be developed and duplicated on each of these two campuses to meet all areas of need, with staff training and many of the family and community services combined.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Staff training and coaching in evidence-based practices (EBPs) for teaching students with autism	Extensive training and ongoing coaching will be implemented, with regular walk-throughs and feedback, modeling, and opportunities for practice.
2.	Parent training and support for home and community living	ASPIRE will provide frequent school - home communication, in-home training, community based training, monthly parent educational and support meetings, monthly newsletters, and networking with local and area agencies and organizations who provide support services.
3.	Increase meaningful opportunities for successful inclusion	In addition to training, additional staff will be added to support and provide services within the general education setting for students with autism. We will add three full day collaborative teaching settings, one at the PK level, one at the K level, and one to add services to 1 st , 2 nd and 3 rd grades, in which students will be served by both a general education teacher and a special education teacher. We will also add a diagnostician who will be able to assist with recommendations and observations.
4.	Resources and staff to address social and behavioral needs, as well as academics	Along with training, ASPIRe will contract with a Board Certified Behavior Analyst, while also assisting one of our own staff to become a certified BCBA, as well as using the district's Licensed Specialist in School Psychology (LSSP), and adding a counselor and two behavior specialists. Additionally, technology, including devices, apps, and programs, would be added to address these needs.
5.	Resources to address sensory integration	ASPIRe will create 2 sensory integration and calming rooms, one on each ASPIRe Program campus, and provide classroom sensory boxes for classrooms that serve students with autism

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Schedule #14—Management Plan

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Masters degree in Educational Administration; 5 years teaching experience and 3 years supervisory experience; knowledge and experience working with students with autism and their families; knowledge of evidence-based practices for educating students with autism; experience in training and coordination of services for students with special needs
2.	Project Coordinator	Masters degree in Education; 3 years teaching experience; knowledge and experience working students with autism and their families; experience in developing collaborative relationships with students, families, school personnel, and the community; knowledge of evidence-based practices for educating students with autism; experience in supervision of staff
3.	Counselor	Masters degree in guidance and counseling; valid Texas counselor's certification, knowledge of counseling procedures and student appraisals; 3 years teaching experience; experience in providing counseling to individuals with special needs, developing collaborative relationships with students, families, the school and the community
4.	Diagnostician	Masters degree in Educational Diagnostician or LSSP; valid Texas teaching certificate and Texas Educational Diagnostian certificate or LSSP; experience in evaluating and identifying students with autism and appropriate programming, and developing collaborative relationships with families, educators, the community, and outside agencies and related service personnel
5.	BCBA	Board certification or license in behavior analysis; knowledge of the school setting and appropriate implementation of ABA interventions; experience with Functional Behavior Assessments and Behavioral Support Plans; experience training and supervising/coaching in the implementation of evidence-based practices

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase staff knowledge and skills in EBPs	1. Initial overview and training for staff	06/11/2018	08/03/2018
		2. Attend Texas Autism Conference	08/02/2018	08/03/2018
		3. On-going coaching system of support for staff	08/06/2018	05/23/2019
		4. Implement EBPs with fidelity and consistency	08/15/2018	05/23/2019
2.	Improve parent knowledge and participation	1. 6 Parent support/training meetings	09/01/2018	05/23/2019
		2. 2 Family fun nights	09/01/2018	05/23/2019
		3. Provide ongoing communication/information	08/15/2018	05/23/2019
		4. ASPIRe newsletter - monthly	09/25/2018	05/23/2019
3.	Increase opportunities for successful inclusion	1. Hire additional staff	06/01/2018	08/31/2018
		2. Intensive social skills program	06/11/2018	05/23/2019
		3. Contract with BCBA	06/04/2018	05/23/2019
		4. Student Summer Camp	06/11/2018	07/19/2018
4.	Increase student self-regulation and communication skills	1. Set up 2 sensory rooms	06/01/2018	08/15/2018
		2. Provide sensory tubs for inclusion classrooms	06/01/2018	08/15/2018
		3. Create sensory protocols	06/01/2018	08/06/2018
		4. Every student has personal communication system	08/15/2018	05/23/2018
5.	Collaborate with neighboring ISDs and organizations	1. Shared Service Arrangement signed by all districts	05/01/2018	05/01/2018
		2. SSA districts host 2 parent meetings	12/01/2018	05/23/2019
		3. SSA staff/parents attend district trainings/meetings	06/11/2018	05/23/2019
		4. Area organizations attend 4 parent meetings	09/01/2018	05/23/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD currently has several systems in place for monitoring and making adjustments toward the attainment of both district and student goals and objectives. District wide systems include data walks and the Texas Teacher Evaluation and Support System (TTESS) walkthroughs to monitor the implementation of instructional strategies and instructional coaching with frequent feedback, modeling, and refreshers to make adjustments and improvements. The district also reviews progress on benchmarks and assessments to make adjustments in instructional focus and to target reteaching strategies. Teachers use data notebooks and portfolios to monitor student progress on specific goals and objectives, with frequent review to make programming and instructional changes. Teachers also meet weekly in departmental teams to discuss lesson planning and instructional strategies, and to share ideas and interventions. Campus and district level improvement plans are reviewed periodically to make sure that instructional practices and goals for outcomes are aligned and that progress is being made. Changes regarding systems, policies, and/or practices are communicated through frequent communication, verbal and written, and various networking tools, such as email, 411 media announcements, phone calls, and flyers. Principals and other department administrators meet at least monthly to discuss progress monitoring and find ways to improve instructional practices, and then disseminate that information at their campuses and departments. Teachers meet in PLCs and team meetings to discuss what is working and what is not, and to collaborate to find ways to improve instruction in the classroom. As new learning and data comes in, staff reassesses current practices and determines how to modify their instruction, strategies, and interventions in order to attain goals. Parents are provided multiple opportunities throughout the year to meet with their student's instructional staff and collaborate with the school to provide the services needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to provide a quality education to all of its students, Texarkana ISD has committed to several district efforts to improve outcomes for students with disabilities. Collaborative teaching, which places special education staff in inclusion classrooms for portions of the day, supports lesson planning/delivery and using accommodations and strategies to improve student learning. This grant will allow us to build on this by providing more staff to support student success in this setting. Improvements in our assessment and program development have been assisted through hiring an LSSP, and through assessment team training. Grant funds will help expand on that by creating a team of specialists consisting of a special education counselor, a diagnostician dedicated to the ASPIRe program, and consistent consultation with a Board Certified Behavior Analyst (BCBA), as well as administrative staff experienced in working with students with autism. These staff will also help to provide intensive family services, and will bring in frequent training and support from community and regional agencies, impacting not only TISD but our community and neighboring districts, as well. TISD has also provided several computers and iPads to all classrooms, along with smartboard technology. Grant funds will allow us to purchase additional computers and iPads, with programs and applications specifically designed for students with autism, for each ASPIRe classroom, as well as for individual student use in the inclusion setting. Extensive training, coaching and focused supervision proposed by this grant program will increase staff knowledge and confidence in bringing needed services to our students and families, and increase student success, as well as job satisfaction. This with intense involvement in planning and continuous improvement, as well as stipends and extra pay incentives, will keep them committed to the program's success. Additionally, gathering a broad base of community supports for our families will increase their capacity to advocate and participate in school, home, and community learning. Not only will this increase the sustainability of the program once the grant period has ended, expansion in expertise and services will also allow for greater student growth and success, decreasing the need for intensive services as students age, and creating a positive impact on future outcomes and postgraduate employability.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Evidence-Based Practices Rubric 3x/year	1.	Growth in 4 out of 8 domains by middle of year assessment
		2.	Growth in 6 out of 8 domains by end of year assessment
		3.	
2.	Survey staff (2x/year) and analyze knowledge and skills – (ongoing)	1.	Increased staff perception of personal knowledge and skills by end of year
		2.	Increased effective implementation of evidence based practices
		3.	Interobserver agreement above 80%
3.	Survey parents and analyze participation in meetings and planned activities	1.	Increased parent perception of personal knowledge and skills
		2.	Increased parent satisfaction with school services
		3.	Increased participation at meetings and school activities
4.	Student progress and assessment analysis	1.	Growth on social skills assessment/checklists
		2.	Growth on Approaching or Meets Expectations on state/district assessment
		3.	Progress on IEP goals and objectives
5.	Least Restrictive Environment data analysis	1.	Changes in instructional settings to less restrictive environment
		2.	Increase in time spent in general education setting
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Specific program guidelines will ensure that the needs of the 51 students served in the ASPIRe program are met; that high expectations for progress and growth are a priority; and that strict standards of teaching are expected. Initial training by a BCBA will include data collection techniques, including collecting **baseline data**, and **data analysis to ensure that progress is documented on a daily basis and monitored at a frequency designed to maximize student growth**. We will conduct **bi-weekly rigorous program evaluations** in order to ensure that strategies and techniques are delivered with accuracy, consistency, and fidelity. Delivery of instructional best practices will be monitored biweekly by campus and program administrators using **walkthrough assessments such as a program specific rating scale and/or the district self-contained classroom walkthrough form**, coaching with immediate feedback, and modeling activities, as well as **data walks and TTESS evaluations** conducted by campus administrators and instructional coaches. Integrity of intervention delivery will be monitored biweekly through interobserver agreement.

Staff surveys will also be given at the beginning, middle, and end of the year to assess staff perception of their own knowledge and skills. Student progress will be monitored using weekly analysis of classroom data collection and classroom assessments, including ABLLS and VB-MAPP; district and state benchmarks and assessments; and progress on IEP goals and objectives. Teachers and support staff will **meet weekly to monitor and assess individual student progress, and make changes in programming strategies to support growth**. Additionally, **checklists and behavior analysis will be used weekly to assess improvements in social skills, communication, and self-regulation**. Texarkana ISD will ensure biweekly communication with SSA members to promote active participation and continued engagement with program objectives, as well as monthly communication with community organizations and agencies. Parent and family satisfaction will be assessed through a survey administered at the beginning and the end of the year. Attendance data will be analyzed monthly to assess parent attendance at IEP meetings, school activities and parent meetings, as well as participation in in-home and parent training opportunities. These ongoing monitoring activities will aide in detecting problems as they arise so that adjustments can be made in communication and programming.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We used the National Professional Development on Autism Spectrum Disorder (NPDC) and the Texas Statewide Leadership for Autism Training (TSLAT) TARGET guidance tool, as well as consulting with a Board Certified Behavior Analyst (BCBA), to develop a school and community wide program based on evidence-based practices (EBP), and to prioritize current areas of weakness and needed improvement. **With technology centered as an integral tool for delivering and supporting targeted skills** in all developmental areas, each ASPIRe student will have access to an iPad and/or computer, with iPad applications and computer programs **integrated into the daily schedule** to help in skill acquisition and practice for language and communication, social development, behavior regulation, academic skills, personal daily living, and independent functioning. Staff will receive intensive hands-on training and ongoing coaching with feedback in multiple research and evidence-based strategies and techniques, as listed on the **Texas Autism Resource Guide for Effective Teaching (TARGET)**, such as Applied Behavior Analysis (ABA) and TEACCH. Trainings will be conducted by a **Board Certified Behavior Analyst, our Region 8 Educational Service Center autism specialist, and administrative staff with extensive knowledge of autism**. Staff will receive Functional Communication training, social skills training, and Functional Behavior Assessment training to ensure that appropriate interventions are implemented. Staff will also participate in online modules found on the following websites: NPDC's Autism Focused Intervention Resources and Modules (AFIRM), Autism Internet Modules (AIM), and Ohio Center for Autism and Low Incidence (OCALI). These resources, as well as resources from Autism Speaks and the UC Davis Mind Institute's Autism Distance Education Parent Training (ADEPT) websites, will be used to provide parent information and training on the EBPs being used with their child, and for parent training videos. **All of this will ensure that EBPs are delivered with consistency and fidelity within the school setting, and that families can understand and use the same practices to promote generalization and independence in the home and community.**

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Baseline data will be collected on each student at the beginning of the school year by analyzing the previous year's IEP goals and objectives, and by student assessment using the ABLLS and/or VB-MAPP, social skills, communication, and adaptive behavior assessments, and district/curriculum assessments such as TPRI, Frog Street Press, and Unique. From this assessment, individualized intervention programs will be developed targeting skill deficit areas and delivery will be integrated into the student's daily schedule. Percentage, frequency, duration, and narrative data points will be collected daily according to how each goal and objective is written, and will be monitored weekly for progress or problems, and then adjusted accordingly. Student data will be evaluated with consultation and training from a BCBA using the research-based Decision Tree Protocol to ensure that evidence-based and research-based strategies are being effective for each individual student. This ongoing data analysis and periodic benchmarks will keep us aware of potential needs and adjustment will be made as needed. End of year district and curriculum assessment, in addition to state testing for 3rd graders, will reveal overall achievement gains and help guide and determine programming for the following school year. Coaching and observations, with immediate feedback, correction, and modeling, will ensure that EBPs are delivered accurately, in order to provide the best opportunity for student progress. Instructional strategy delivery will be evaluated using the interobserver agreement method to determine effectiveness and integrity of implementation. Surveys for staff and parents given at the beginning, middle, and end of year, will keep us aware of satisfaction and perception levels, so that adjustments can be made in training and support, as needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD believes strongly that parent support and collaboration is a critical influence in the educational success of their students. Through flyers, mailed notices, phone calls, and media broadcasts, we strive to encourage parents to attend school functions and parent meetings and keep them involved in the decisions that affect their children.

The ASPIRe program will further these efforts by **offering relevant and meaningful trainings in coping with the day to day issues associated with living with autism**. Additional trainings will include **Applied Behavior Analysis (ABA) in the home, reinforcement strategies, functional communication training, and specific strategies to to reduce aggression and self-stimulating behaviors**. In addition to the training, parent meetings will include time for parents to **share and to network** with one another and build support for each other in what they are going through.

We will also spend time **reaching out to families** individually and **training them in the special education process**, how to **connect with area agencies**, and **forming relationships** with them so, as a team, we can provide the appropriate services for their children and maximize student learning outcomes. All parent support and training meeting will offer **free childcare activities** so that parents can focus on learning skills and networking with other families and area agencies. We will have **two family fun nights**, focused on socializing and enjoying family time in a safe and structured environment, with games, food and entertainment for the children. **All activities and services will be provided at no cost to the families**. Additionally, **transportation will also be provided for families** who are unable to get to meetings or planned events through their own means.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD is the largest district in our area, with 7152 students, 636 of whom are identified as a student with a disability, and over 10% diagnosed specifically with autism. As an inner city school district unlike any in this region, TISD is proud of its diversity, with about 60% of its population made up of African American, Hispanic, and Asian ethnicities. The students projected to be served in the ASPIRe program will be over 50% African American. Student performance for African American students statewide, and in our district, lags considerably behind their peers. By choosing our District to receive this grant, we can create a program that will generate significant improvement results for African American students with autism as well as their peers. Understanding these demographics is important when determining the interventions that are helpful in working with this specific population because children and their families are more likely to engage in services that reflect their cultural needs.

Also important to understand is that in this region there are very few resources or sources of expertise in the field of autism, and only recently have we acquired ABA services in Texarkana. Even so, with a 68% economically disadvantaged population, very few of our families can afford the services that are available. The ASPIRe program will instead bring services to the students and their families, at no charge, and will help build our area's knowledge base and its ability to provide quality services to all students with disabilities. ASPIRe program guidelines will be developed which will specify expectations, procedures, and protocols for each area covered in the program. We will collaborate with our Regional Education Service Center in order to communicate program effectiveness. Additionally we are willing to assist other districts in their efforts to improve services for students with autism. All of this will enable our program to be replicated in other districts across the state, regardless of district demographics.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with autism. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funding will allow Texarkana ISD to bring a **one-of-a-kind program of services to the Texarkana area**, an area that is **lacking in both family and educational resources**. The BACB registry shows there are **no Board Certified Behavior Analysts (BCBA) registered within a 70 mile radius**, and the expense of bringing in a BCBA to consult and provide ongoing ABA services has been cost prohibitive and made the provision of ABA services very difficult. Recently, a satellite office has been established by a BCBA agency out of Tyler (two hours away), which has begun to bring in some minimal services for families and schools. Building on the consultation services that we have already begun, grant funds would enable us to partner with them and acquire intensive training and services, bringing the BCBA to our area on a more consistent basis for longer periods of time. This is a service that is virtually out of reach for the majority of the families that we serve, due to cost and/or travel constraints. Also, with our intent to get one of our own staff certified as a BCBA, our consultant will provide the supervision that is necessary, which previously has been unavailable. With this additional focus on improving ABA practices, teachers and paraprofessionals will become proficient at delivering instructional interventions that are scientifically and intentionally designed to promote student progress and learning and produce positive results in our inclusionary efforts.

The ASPIRe program will also have a **counselor who will not only provide intensive student services for social and behavioral development, but will also serve as a parent/community liaison**. With many of our families unable to travel due to lack of transportation, the counselor will play a critical role in making home visits to promote healthy school-home relationships, as well as help to **bridge the gap between families and access to community and regional agencies**. The counselor will also be essential in determining the needs of our families in order to plan and deliver meaningful and beneficial parent trainings/meetings, which will be held monthly, as well as finding ways to increase participation and keep the parents involved in other school activities. In addition, **two behavior specialists will be added to help address social and behavioral needs**, targeting those students who are included in the general education setting. Having these staff dedicated to ASPIRe students will impact their ability to enter and remain in the general education setting for longer periods of time. This will promote progress in the academic curriculum and help them develop meaningful social relationships with their peers. This is an area of service that lack of time and funding has restricted in many ways.

Another innovative way we will be serving students with Autism is by offering a **5 week summer camp for all ASPIRe students**. In order to prevent regression, our district has offered summer services to students for a number of years, at district cost, and will continue to do so. However, by supplementing district funds with the grant funding, we would be able to hire additional staff, and expand summer services to include many more students, and offer more of a variety of activities directed at making progress in social, communication, and self-regulation development, as well as offer weekly community-based training opportunities. With more intensive focus on these areas, lengthening the summer school day two hours to four hours, and offering it for four days a week rather than three, students will not only maintain previously learned skills and keep from regressing, they will make large strides toward becoming more socially aware and independent in functioning.

Each of these pieces are integral to our program, and to improving the services to both our students and their families. Grant funds will be critical to giving our region access to services and activities that are either currently unavailable or are limited in supply.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the program will incorporate meaningful inclusion. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While current inclusion efforts include in-class support from both paraprofessionals and special education teachers, this is often limited by time and staffing. With grant funds, the ASPIRe program will be able to add critical staff to help support students in the general education setting, and specifically address the behavioral and social barriers that impede the student's progress and success. Two full day collaborative special education teachers will be added, one to PreK, and one to Kindergarten, and another that will add services in first and second grades. This will allow a broader continuum of services in which to place our students with autism, with the supports necessary to help them benefit from being in the general education environment. All direct teaching staff will receive intensive training and coaching in the use of evidence-based practices to support the students they serve and to ensure that student goals, interventions, accommodations and modifications are being incorporated with diligence and fidelity. A counselor and 2 behavior specialists, will provide both behavior support and social skills training through structured peer groups and individual counseling. Additionally, a BCBA consultant will help to provide ABA services and design programs focused on improving these skills within the general education setting. Program administrators, as well as a program dedicated diagnostician, all with extensive training in autism, will be on hand to supervise and provide support. The delivery of services to students will be routinely assessed through walkthroughs and observations, with frequent feedback, and student progress will be monitored closely, with program adjustments made accordingly.

TEA Program Requirement 3: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☐ NA – Program will not coordinate with private or community based providers.

The ASPIRe program will coordinate with several community organizations to improve district services, as well as support and training for our families. Texarkana ISD will contract with the a Board Certified Behavior Analyst from the Autism Response Team (ART) located in Tyler, Texas, who has one BCBA who serves our region. This BCBA will provide much needed training for our staff and for our families, in addition to providing ABA services to our ASPIRe students. Our Region 8 Educational Service Center will also provide TEACCH training this summer for our teaching staff and classroom technical support throughout the year. TISD will also collaborate with our regional coordinator for Partners Resource Network/PATH Project, located in Beaumont, Texas. The PATH regional coordinator will provide informational parent packets for families of our students who are newly diagnosed or who are new to our district, will provide training and materials at several of our parent meetings, conducting one concurrent siblings workshop. TISD will share PATH information with our parents, and keep them informed about trainings, workshops, and events hosted by PATH, and we will offer our facilities as a location in order for them to provide trainings locally. TISD will also invite local therapy agencies, parent support groups, and service organizations to attend parent meetings and provide information about their business or organization and the services they offer.

In addition to partnering with these providers, Texarkana ISD will begin a new collaborative partnership with several neighboring school districts to give the same training and parent support that we are offering our own families and students. Pleasant Grove ISD, Liberty Eyleau ISD, Redwater ISD, and MAUD ISD will be invited to send their educators who serve pk-3rd grade students with autism to all training opportunities offered at Texarkana ISD. This will include opportunities to come and observe ASPIRe classrooms, as well as opportunities for onsite visits at their locations, with coaching and programming recommendations, by ASPIRe staff. Although an SSA agreement has been proposed, we are still waiting for board approval at the next board meeting for each participating district. Parents of students who fit program description will also be invited to attend all parent meetings and events, and will be sent the same literature and materials that our own parents will receive. It is our desire that these efforts will serve to increase knowledge and expertise in order to better serve students and families in our region.

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